Oakland Elementary

5415 Oakland Dr.
Sumter, SC 29154

Grades	PK-1 Primary School	
Enrollment	594 Students	
Principal	Shirley G. Tomlin	803-499-3366
Superintendent	J. Frank Baker	803-469-6900
Board Chair	James Giffin	803-481-2147

The State of South Carolina

Annual School Report Card

2004

ABSOLUTE RATING: EXCELLENT

Absolute Ratings of Primary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
8	0	0	0	0

IMPROVEMENT RATING: GOOD

ADEQUATE YEARLY PROGRESS: YES

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

For More Information, visit websites at:
www.myscschools.com
www.sceoc.org

Oakland Elementary 4302016

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Good	N/A
2002	Excellent	Excellent	N/A
2003	Excellent	Excellent	Yes
2004	Excellent	Good	Yes

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As approved by the United States Department of Education, a school with no grade above 2 meets the requirements for adequate yearly progress, providing that the school that the majority of those students attend in grade 3 meets the requirements for adequate yearly progress.

PERFORMANCE RATING CRITERIA

Student attendance rate	95.4%
Student-teacher ratio in core subjects	22.7 to 1
Percent of parents attending conferences	99.7%
Days of professional development in early childhood devoted exclusively to knowledge and skills in working with children less than eight years old.	15.1

Type of accreditation: *(More than one may apply)*

_____	Not pursuing accreditation
_____	Conducting a self-study
___X___	State Department of Education
___X___	Southern Association of Colleges and Schools
_____	American Montessori Society
_____	National Association for the Education of Young Children

School Profile

	Our School	Change from Last Year	Primary Schools with Students Like Ours	Median Primary School
Students (n= 594)				
First graders who attended full-day kindergarten	97.6%	N/C	96.7%	98.4%
Retention rate	6.5%	Up from 0.7%	5.1%	4.5%
Attendance rate	95.4%	Down from 96.9%	95.9%	95.9%
With disabilities other than speech	1.9%	Down from 2.6%	4.5%	3.3%
Older than usual for grade	0.7%	Down from 1.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	63.6%	Up from 35.7%	52.8%	52.9%
Continuing contract teachers	90.9%	Up from 71.4%	90.3%	91.2%
Highly qualified teachers**	96.6%	N/A	98.5%	100.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	85.4%	Down from 86.4%	90.5%	89.3%
Teacher attendance rate	94.8%	Down from 95.2%	94.9%	94.8%
Average teacher salary	$35,694	Up 2.8%	$41,227	$40,249
Prof. development days/teacher	26.1 days	N/R	19.3 days	15.7 days
School				
Principal's years at school	10.0	Up from 9.0	5.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 19.8 to 1	18.2 to 1	19.4 to 1
Prime instructional time	89.3%	Down from 90.8%	89.6%	89.4%
Dollars spent per pupil*	$5,094	Up 6.7%	$5,675	$5,720
Percent of expenditures for teacher salaries*	61.4%	Down from 64.7%	67.4%	64.5%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.7%	Up from 98.6%	98.7%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance rate in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

Report of Principal and School Improvement Council

Oakland Primary, a pre-kindergarten through first grade school, is committed to providing an environment where all children can learn and succeed. We maintain high expectations for our students' academic, social, emotional, and physical growth.

Our highly trained and dedicated staff utilizes a variety of teaching styles and works to ensure that each child receives the individual attention he or she needs in order to be successful. We have just concluded our second year of the SC Reads program. Teachers and assistants received intensive training in the teaching of reading and writing.

Title I funds are used to enhance our school's curriculum and provide students with unique opportunities for learning. At Oakland, we are committed to developing child-centered classrooms where critical thinking and problem solving continue to be a part of the daily routine.

Parental and community involvement is an integral part of our school. We continue to solicit involvement through our Parent Teacher Association (PTA), School Improvement Council (SIC), Title I, and Site Based Planning Committees.

Shirley G. Tomlin, Principal
Sinde Lowery, School Improvement Council Chairman

Evaluations by Teachers

	Teachers
Number of surveys returned	36
Percent satisfied with learning environment	74.3%
Percent satisfied with social and physical environment	70.6%
Percent satisfied with home-school relations	54.3%